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ABSTRACT

This booklet is designed to assist management development tutors, universities and other providers, and mentors in implementing standards-based management development within British further education colleges. Section 1 presents the case for using national standards for management development in further education. Discussed in Section 2 are the Management Charter Initiative (MCI) and the following structural components of the standards developed under the banner of the MCI: key purpose, key roles, units of competence, element of competence, assessment guidance, knowledge and understanding specifications, portfolios of evidence, and MCI personal competence. The following aspects of implementing standards-based management development are examined in Section 3: application of the generic model in the further education context, selection of a way forward, early experience of management standards in further education, competence audits, personal development plans and learning contracts, style of learning, and assessment and accreditation. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

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ED 363 769

STANDARDS IN ACTION

Using National Standards for Human Resource Management and Development in Further Education

CG05053

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STANDARDS IN ACTION

This pack is divided into a series of five booklets. Detailed contents lists are provided at the beginning of each booklet.

BOOKLET ONE: LAYING THE FOUNDATIONS

- provides an introduction to national standards and describes how national standards can be used to harmonise college strategic planning, quality assurance and human resource management cycles;
- introduces the principles, processes and roles common to the use of standards for a variety of HRM and HRD purposes;
- resources: an index to further reading and sources of information is provided.

BOOKLET TWO: USING NATIONAL STANDARDS IN APPRAISAL

- describes how relevant national standards can be used as a practical tool within the appraisal process and to make clear links between appraisal and HRD.

BOOKLET THREE: ASSESSOR AND INTERNAL VERIFIER AWARDS

- provides practical information and suggestions to assist colleges in ensuring that as many staff members as necessary, are trained and certificated as assessors and internal verifiers.

BOOKLET FOUR: STANDARDS-BASED MANAGEMENT DEVELOPMENT

- describes how Management Standards can be used to develop and accredit management competence within colleges.

BOOKLET FIVE: STANDARDS-BASED INITIAL TEACHER TRAINING

- explores the use of national standards (TDLB and MCI) to structure work-based initial teacher training.

A note on terminology

The term ***accreditation*** *is commonly used to denote the achievement of qualifications by individuals. However,* ***accreditation*** *has also been adopted as the technical term to denote approval by an 'accrediting body' (e.g. NCVQ, SCOTVEC) of qualifications put forward by awarding bodies, and approval of an awarding body to offer, administer and maintain the quality of specified qualifications. For this reason the accrediting bodies are currently encouraging a shift in the use of terminology, so that:*
certification *will be used to denote achievement of qualifications by individuals*

and

accreditation *will be used to denote the approval and quality control role of accrediting bodies.*

To avoid confusing readers, and in recognition of current usage, the use of the term **accreditation** to describe the achievement of qualifications has generally been retained in this publication, with the exception of Booklet Three. Since *Booklet Three: Assessor and Internal Verifier Awards* is specifically concerned with enabling staff to achieve certificates of unit credit, the term **certificated** has been used.

The extent to which individual readers will be familiar with national standards will vary. Some basic background information has therefore been included. We hope that the presentation of the material will enable individual users to find their way efficiently to the sections of interest to them.

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1. Why use national standards for management development in FE?

In the face of current changes in the FE culture, strategies are required that promote a 'whole college' approach to Human Resources Management and Development. Professional development for all staff needs to be approached in a systematic and coherent way, in line with the longer term objectives for the organisation as a whole.

National standards for management have been developed by the National Forum for Management Education and Development, acting as a lead body. The standards are known as the **Management Standards** (see Section 2 **The Management Standards**, p.3).

The Management Standards and the resultant National Vocational Qualifications (NVQs) provide explicit definitions of the functions expected of managers in the work place and criteria for the competent performance of these functions. The standards can help to make clear the link between the work of managers and the organisational objectives and business plans of the college.

National standards for management development can be used within the FE sector to:

- help clarify the relationships between different management roles within a college;
- help clarify management roles and responsibilities across the FE sector generally;
- provide a coherent, cross-college framework for developing and extending management competences
- provide a coherent framework within which to develop recruitment and selection procedures for managers, e.g. standards-based job descriptions and role profiles;
- assess and accredit management competence according to the needs and requirements of individuals within the context of organisational needs;
- provide a framework to satisfy Investor in People assessment indicators, as well as those applicable to other quality models;
- provide a practical tool within appraisal, e.g. as a useful guide and measure for development, and for personal action planning;
- provide the basis for effective management strategies;
- assist in the implementation of an HRM/HRD plan or strategy.

2. *The Management Standards*

I. THE MANAGEMENT CHARTER INITIATIVE

The National Forum for Management Education and Development was established in 1987 as an employer-led initiative to improve the quality of UK management. Its aim is to promote quality, relevance and accessibility of management education and development, whether through formal education, training on and off the job, or self-development.

It is supported by over 1600 corporate members as well as the Confederation of British Industry (CBI), Institute of Management and the Employment Department.

The National Forum is the industry lead body, recognised by theTraining, Enterprise and Education Directorate of the Employment Department (TEED), for the development of competence-based standards in the area of management, including supervisory management.

Under the banner of the Management Charter Initiative (MCI), research and development work was undertaken, with some 4000 managers and their employers, to identify the core functions and the standards of performance expected of competent managers and supervisors, at different levels of responsibility and accountability. The four levels are:

M3	Senior Managers	(under development)
M2	Middle Managers	NVQ level 5
M1	First Line Managers	NVQ level 4
M1(S)	Supervisors	NVQ level 3

NVQs for managers and supervisors are no different in principle from any other NVQ. Thus competence-based management development should:

- be accessible to all who require it;
- foster flexible, work-based learning and assessment;
- recognise learning wherever it takes place, including prior learning;
- promote individualised, self-paced learning routes;
- be supported by the organisation through guidance and support from trained staff and mentors;
- recognise achievement in the form of national qualifications or units towards them.

2. THE STRUCTURE OF THE STANDARDS

The standards at each level share a common structure and it is important to understand how they are arranged. They comprise:

a) Key purpose

In any set of lead body standards, for any occupational area, the key purpose identifies the overall aim of the role. Thus the key purpose of the management role is defined as follows:

'To achieve the organisation's objectives and continuously improve its performance'

All other parts of the standards are derived from an analysis of what is required to achieve this key purpose.

b) Key roles

Key roles have been defined in order to group management activities within broad functional areas:

Managing operations
Managing finance
Managing people
Managing information

The standards define the extent to which all managers are expected to carry out each of these roles, according to the level of responsibility at which they are working.

c) Units of competence

Each key role is made up of a number of units of competence. These describe in broad terms what is expected of a competent manager in particular aspects of the job. Qualifications are made up of units which can be separately credited and accumulated to gain a whole qualification, if required.

d) Element of competence

Each unit consists of a number of elements of competence. Elements, together with their performance criteria and range indicators, define the skills, knowledge and abilities that are expected of competent managers.

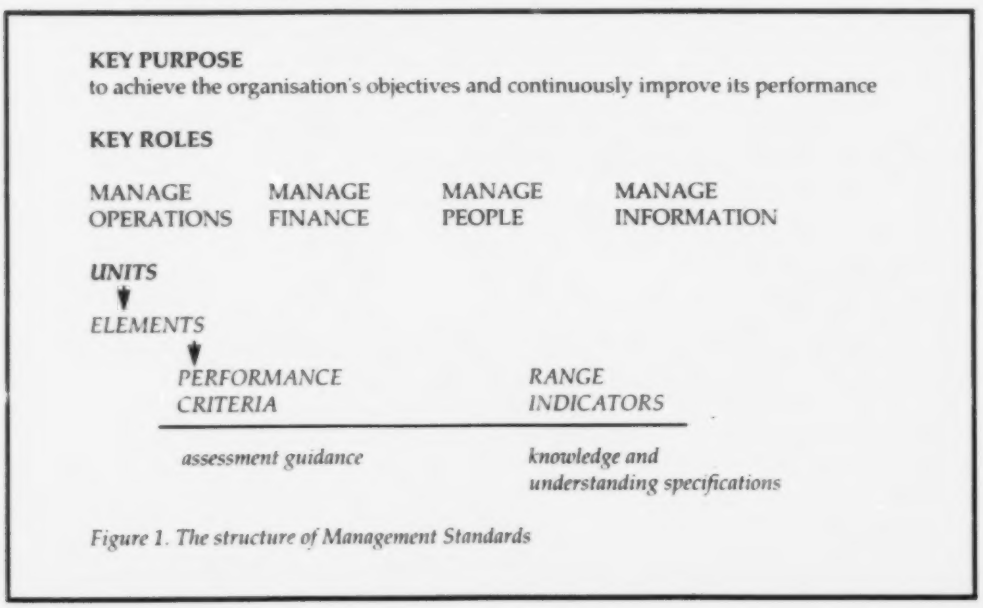


Figure 1. The structure of Management Standards

e) Assessment guidance

In order to guide candidates in the identification and development of evidence to satisfy the performance criteria, MCI has developed evidence specifications and assessment guidance for each element.

f) Knowledge and understanding specifications

The standards describe the outcomes that a competent manager or supervisor will achieve when performing effectively. However, in order to be deemed competent in terms of the standards, managers and supervisors need to be able to show their knowledge and understanding of the purpose and principles behind what they are doing, and the technical or professional framework within which they work, e.g.

- knowledge of relevant theories and understanding of their applications;
- awareness of a range of methods;
- knowledge of systems and procedures;
- knowledge of facts and figures and their implications;
- perceptions of future possibilities, opportunities and challenges.

MCI has developed guidance on the knowledge and understanding which underpin the standards.

It is important to note that the guidance supports the standards; it does not provide an additional or alternative measure of management performance. Neither does the guidance specify how much knowledge and understanding necessarily underlie competent performance.

This guidance can be used to:

- develop training and learning materials for managers;
- assist candidates and assessors to appreciate the type of questions which could be asked in order to explore performance evidence.

g) Portfolios of evidence

Management Standards are assessed by means of a portfolio of evidence. (See Booklet One, Section 5 **Portfolios of Evidence**)

At management levels there may be limited scope for observation, as an assessment technique. It may, therefore, be necessary to draw on evidence from the past or to create evidence especially for assessment purposes.

h) MCI personal competences

Alongside the Management Standards, which define performance at work for managers and supervisors, i.e. *what managers do*, MCI has developed a model of personal competence which defines behaviour noted in competent managers, i.e. *how they do it*:

These competences are intended to apply to all managers and supervisors and are not designed to be assessed separately. The intention is that the personal competences could be used within a development model of 'formative' assessment, i.e. as a self-assessment or discussion tool. For example, the personal competences could be used to create an 'incident' diary, in which candidates analyse, record and reflect on aspects of their 'personal competence' as these have arisen in practice.

1.	**Planning to optimise the achievement of results**
1.1	Showing concern for evidence
1.2	Setting and prioritising objectives
1.3	Monitoring and responding to actual against planned activities
2.	**Managing others to optimise results**
2.1	Showing sensitivity to the needs of others
2.2	Relating to others
2.3	Obtaining the commitment of others
2.4	Presenting oneself positively to others
3.	**Managing oneself to optimise results**
3.1	Showing self confidence and personal drive
3.2	Managing personal emotions and stress
3.3	Managing personal learning and development
4.	**Using intellect to optimise results**
4.1	Collecting and organising information
4.2	Identifying and applying concepts
4.3	Taking decisions

The MCI Personal Competence Model

3. Implementation

I) APPLYING THE GENERIC MODEL IN THE FE CONTEXT

The Management Standards are intended to be applicable to managers within all occupational sectors.

The language of the Standards is therefore fairly abstract, as they need to have generic application across a range of industries, sectors and professions, and to apply to a multiplicity of complex management tasks.

The use of the Management Standards in a particular context, such as FE, can therefore present some initial difficulties over language and terminology. For accreditation purposes, however, it will be necessary to use the Standards in their generic form, since the specificity of the standard is vested in the specificity of the wording of the elements, and performance criteria.

A useful starting point is, therefore, to discuss the meaning and application of the Standards within the FE context, perhaps by means of examples.

II) CHOOSING A WAY FORWARD

Standards can be used for a variety of purposes including:

- accreditation of individuals;
- human resources management, e.g. clarifying functional relations, human resources planning, recruitment;
- human resources development, e.g. induction, professional development programmes, appraisal.

(See *Booklet One Laying the Foundations*)

Whichever purpose is being pursued, colleges can take a number of routes towards the implementation of a standards-based approach to FE management development, depending on their own priorities and resources.

The main choice is between:

- a comprehensive 'whole-college' approach;

and

- small scale initial developments, with targeted groups of managers followed by evaluation/review and subsequent wider application.

a) A whole college approach

Any college considering a 'whole college' approach to standards-based FE management development will need to:

- produce documentation on organisational goals and targets, and an HRM/HRD statement or policy linked to these goals and targets
- carry out a standards-based competence audit of existing college management roles and responsibilities;

- examine and compare organisational goals and the outcomes of the competence audit, in order to make recommendations for development;

- develop the internal professional development infrastructure, with particular emphasis on:

  - ensuring that there are enough trained mentors to support an extensive in-house management development programme;

  - ensuring there is access to trained and accredited assessors in the management field;

  - promoting portfolio development for all managers;

  - ensuring that flexible access is available to a range of learning options and styles

  - the need to make time allowances for groups of managers to develop 'action learning sets' (see 6 **Style of Learning** below) or just to network on a regular basis.

- earmark resources to support implementation

- produce a coherent plan for implementation covering:

  - the purpose behind the scheme;
  - who is eligible to take part;
  - date and times of initial information and competence audit sessions;
  - recommendations on supporting portfolio workshops;
  - where possible, names of mentors, tutors and assessors;
  - time allowances for candidates;
  - time allowances for group sessions;
  - information on resources;
  - plans for ongoing and summative evaluation;
  - information on assessment and accreditation

b) Trialling with targeted groups

Trialling with a targeted group of managers is a useful and effective way of starting off a standards-based management development programme. This kind of initial testing will provide a valuable insight into the issues involved and enable colleges to move more slowly towards a whole college approach.

It is recommended that:

- a small working party looks at what a scheme may involve, and considers who should be involved in the pilot scheme;

- the professional tutor takes overall responsibility for the scheme and makes sure that:

  - all college managers are aware of the scheme;
  - documentation giving details of the scheme is prepared;
  - there are adequate trained mentors and assessors available;

  resources and time allowances are earmarked;
  - information is provided on resources available to support the scheme, timing of group sessions and timing of initial introductory and competence audits sessions;
  - if appropriate, an awarding body is selected and approached;

- the scheme is evaluated throughout, as well as at the end, and recommendations are made about ways forward.

3. EARLY EXPERIENCE OF MANAGEMENT STANDARDS IN FE

In colleges where Management Standards have been trialled at M1 and M2 level, there was initially some concern about how the two levels might overlap and interact, and how they would fit with FE management structures.

In practice, these colleges found that although the standards are directed at specific levels of management, in practice responsibilities inherent in individual college management roles contained aspects of both M1 and M2. The lack of higher level standards at the time of the trial did not prove to be an obstacle, although this would clearly be an issue if accreditation were to be the main outcome.

In a Wiltshire college the development team decided to concentrate on M2 standards and found that the management model which underlies the standards, clarified the nature of management in FE very effectively. It did not prove difficult to use M2 standards to work with senior managers, since much of the functional analysis applied equally to their roles and to those of middle managers. The main areas of difference between the two groups were at the level of performance criteria and range indicators.

The experience of using Management Standards in Wiltshire colleges, and at Eastleigh College, reinforced the point that effective management development is as much about `process' as it is about completing tasks. The development of networks and teams of managers, working together on management standards, proved to be a positive benefit.

Participants both at the Wiltshire colleges and at Eastleigh, valued the model of working together in small groups and then returning to their own work situations, with the opportunity of reconvening the group at a later stage to discuss progress and difficulties.

Both Eastleigh and Wiltshire found the Management Standards a sound starting point for management development. Not only did the standards offer a powerful management development tool but they also provided a measure of `minimum acceptable performance' for individuals and for the organisation as a whole, in the pursuance of quality models such as TQM and IIP.

While the Management Standards relate solely to management functions, it was recognised that college managers also perform non-management functions such as teaching, training and marketing. There is clearly an overlap between the TDLB and Management Standards in the FE context and also potential for the incorporation of other standards as they develop.

4. COMPETENCE AUDITS

Any standards-based management development programme should start with an audit against the standards, in order to determine:

- the competence requirements of the individual's management roles and responsibilities;
- the personal competence profile of the individual;

The results of the audit will determine the existing competence/s as well as the development needs of individuals, in relation to the management role/s in question. Findings will be reflected in a personal development plan, leading to evidence collected against the standards, and hence to assessment.

a) The competence requirements of the job

It is important to set out the competence requirements of each manager's job as this will determine the level of the standards which apply. In addition, any learning programme arising from the audits will focus on the requirements of the job and the needs of the manager in relation to those requirements.

Element titles can be used as the basis of a questionnaire in order to determine whether the manager is required to carry out the activities described in the Management Standards, and at what level. The following example has been developed from the M1 standards:

	Yes	No	N/A
Are you required to develop your staff and yourself? (insert tick as appropriate)	[ ]	[ ]	[ ]
If 'yes':			
Do you make use of planning and work activities to develop your staff?	[ ]	[ ]	[ ]
Do you identify, review and use work activities to develop your staff?	[ ]	[ ]	[ ]
Do you use your job to develop yourself?	[ ]	[ ]	[ ]
If 'no', should you be required to?	[ ]	[ ]	[ ]

The audit process should also bring to light any conflicts in terms of what the managers feel they should be doing and what they are actually doing. The higher up the management tree, the greater the degree of freedom managers are likely to have to determine the scope of their work activities.

b) The personal competence profile of the individual

An audit of an individual's competences should seek to establish whether the candidate:

- is carrying out the activities stated in the standards;
- can provide evidence of so doing;
- needs to collect evidence;
- needs further development.

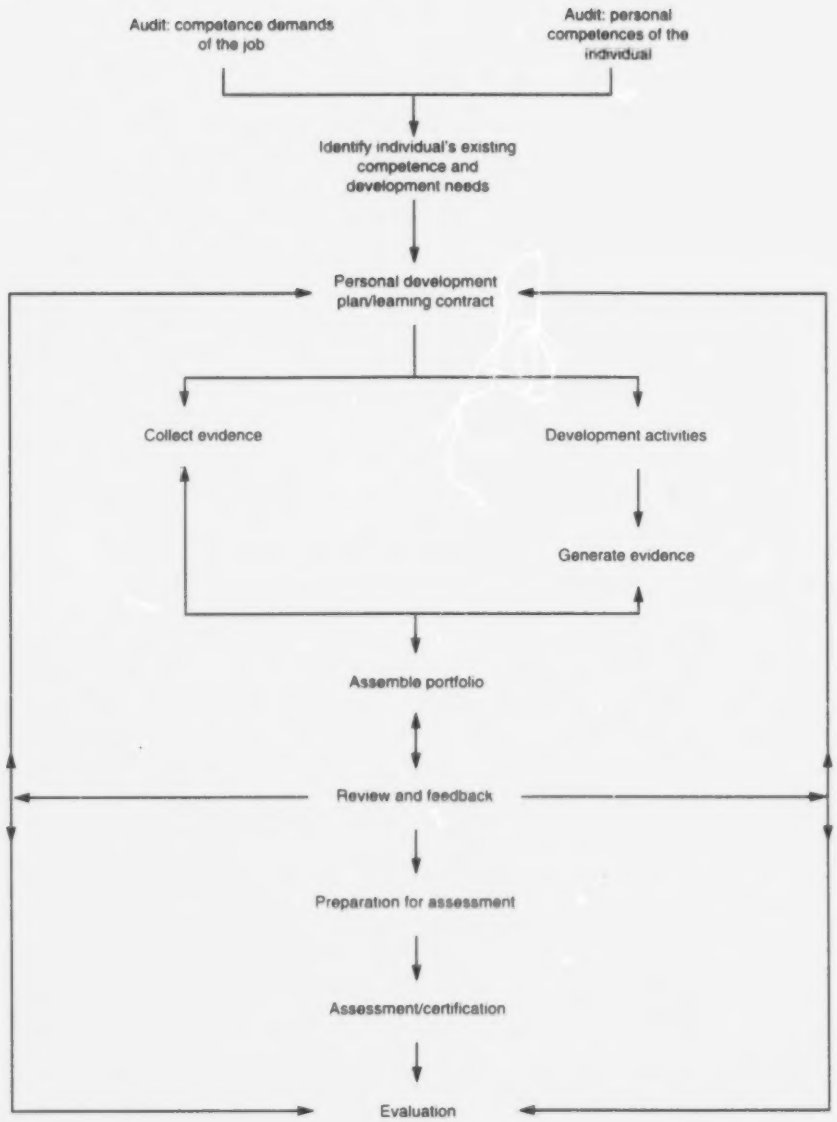
Typically the audit would take the form of a questionnaire which asks a candidate to tick the following for each element of competence:

Already do this, and have evidence ❑

Already do this, but need evidence ❑

Need to develop this to provide evidence ❑

Auditing is not a procedure designed to find out weaknesses and condemn, but to identify development needs. It should be as non-threatening as possible.



Audit and assessment routes

5. PERSONAL DEVELOPMENT PLANS AND LEARNING CONTRACTS

a) Personal development plans

A personal development plan, as the name implies, is a plan individually prepared by each candidate in consultation with a tutor / adviser, or a mentor. It will include:

- how the candidate plans to meet his / her development needs;
- how additional evidence will be collected and by when;
- targets and dates for assessment.

This plan is for the candidate's own personal use, and is an ongoing record of goals and targets.

b) Learning contracts

A learning contract will highlight specific activities that need to be carried out in the workplace as a result of the candidate's work on the scheme, and is usually a tripartite agreement amongst::

- the candidate
- the tutor adviser / mentor
- the employer / line manager

The learning contract ensures that the candidate is not working in isolation, and is supported throughout the development process, in both an advisory and line management context.

6. STYLE OF LEARNING

a) Action learning sets

Once the programme is under way the setting up of 'action learning sets' of candidates, supported by a tutor / adviser, can be very helpful in encouraging and supporting learning, and the collection of evidence.

These small groups may be called *peer support groups* or *self-help groups*, but 'active learning set' is more precise in indicating that the focus of the development is on active learning through work.

The adviser can focus the group's attention on the requirements for evidence, and also suggest or foster suggestions for structured on-the-job learning activities which candidates can undertake.

Candidates should be able to learn from each other as they seek to generate evidence against the national standards. The emphasis will be on reflective learning — that is learning by reflecting on experience, which may emerge in discussion or through the medium of the personal report.

b) Open and distance learning

Increasingly, open and distance learning materials are becoming available which link learning directly to the Management Standards, and suggest projects or assignments which structure experience and can help generate evidence. (See Resources list, p16)

Before using them it is as well to evaluate the materials, e.g. in terms of adequacy.

c) Projects and assignments

Projects and assignments can be a useful way of covering areas that:

- the candidate needs to develop further;
- cannot be directly achieved as a result of ongoing work-based activities;
- that require a team of people;
- enable the candidate to undertake necessary research.

Outcomes from projects and assignments can be included in the portfolio where appropriate and count as evidence towards assessment.

d) Courses, workshops and seminars

Courses, workshops and seminars can all prove useful in developing particular aspects of knowledge and competence although what is learnt will have to be applied in the work-place, realistic work environments or simulation, in order to generate evidence to demonstrate competence.

7. ASSESSMENT AND ACCREDITATION

Assessment is via a portfolio of evidence, supplemented by oral questioning and other techniques to provide competence (see Booklet One Section 5. **Portfolios of Evidence**).

Assessment is subject to verification by an awarding body, through a recognised centre.

The awarding bodies currently approved by the NCVQ to deliver NVQs in management include:

- Association of Business Schools
- BTEC
- Institute of Management
- RSA
- SCOTVEC

A full list of 'Crediting Competence' licensed centres is available from MCI (See Reources list.).

An individual may achieve accreditation for the whole qualification, or may seek Certificates of Unit Credit for individual units. Candidates who, for whatever reason, pursue one unit or a cluster of units, can complete a fuller programme at a later date, if they choose, or proceed in planned stages over a period of time.

Colleges have the choice to:

- run the programme in house, perhaps through their own management school;
- buy in expertise;
- enrol candidates at a local MCI Crediting Competence centre;
- take a hybrid route, providing development and support in-house, but buying in assessment from an outside body; all awarding bodies will have their own verification procedures which will need to be complied with.
  The choice depends on the resources available — physical, human, financial and time but many colleges will find that they can move further along the road to self sufficiency as they gain in experience.

Resources list

SOURCES OF INFORMATION AND ADVICE

Awarding bodies

Business and Technical Education Council
(BTEC)
Tavistock House South
Entrance D
Tavistock Square
London WC1A 9LG
Tel: 071-413 8400

BTEC
Publications & Despatch Unit BTEC
Central House
Upper Woburn Place
London WC1W 0HH

City & Guilds of London Institute
(CGLI)
46 Britannia Street
London WC1X 9RG
Tel: 071-278 2468

CGLI Sales Section
76 Portland Place
London W1N 4AA

Institute of Training and Development
(ITD)
Marlow House
Institute Road
Marlow
Buckinghamshire SL7 1BD
Tel: 0628-890123

Pitmans Examinations Institute
Catteshall Manor
Godalming
Surrey
SU7 1UU
Tel: 0483-415 311

RSA Examinations Board
Westwood Way
Coventry CV4 8HS
Tel: 0203-470033

ScottishVocational andEducation
Council (SCOTVEC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

For information on Investors in People contact:

Business Communications Branch
Moorfoot
Sheffield S1 4PQ
Tel: 0742-753275

or your local TEC

Scotland
For further information on Investors in People in Scotland and your Local Enterprise Company contact Scottish Enterprise or Highlands and Islands Enterprise.

Scottish Enterprise
120 Bothwell Street
Glasgow G2 7JP
Tel: 041 248 2700

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness IV11 QR
Tel: 0463 234171

For information about NVQs contact

National Council for Vocational Qualifications (NCVQ)
222 Euston Road
London NW1 2BZ
Tel: 071-387 9898

Information on Scottish Vocational Qualifications (SVQs) is available from:
Scottish Vocational Education Council (SCOTEVC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

To find out which Industry Training Organisation covers your sector contact:

National Council of Industry Training Organisations (NCITO)
5 George Lane
Royston
Herts SG8 9AR
Tel: 0763 247285

For more information on management competences and the Management Charter Initiative contact:

The Management Charter Initiative
Russell Square House
Russell Square
London WC1B 5BZ
Tel: 071 872 9000

For more information on the Training and Development Lead Body contact:

The TDLB Helpline
TDLB General Enquiries
Training and Development Lead Body
PO Box 28
Rugby
Warwickshire CV22 7UH
Tel: 0788 577503

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APL

Accrediting Prior Learning (An open learning training pack for advisers and assessors) Open University p.528

NVQs and Prior Learning (incl. video) NCVQ, £39

The APL Experience — Developing Systems for APL produced by Gloucs, Wilts, and Dorset LEAs, available from SWAFET, Bishops Hull House, Bishops Hull, Taunton TA1 1RM

APL in the context of NVQs Gilbert Jessup, NCVQ R & D Report No.7 (April 1990) A TEED Perspective Simosko Associates, Employment Department, Crown Copyright

APL RSA Guide RSA Examination Board (1991)

Handbook for APL C&G March (1990), price £10.00

Open Learning Pack for APL Validators CGLI price £16.00

APL: General Guidelines BTEC (1990)

APL, Credit for Learning Information Sheet I, National Council for Education Technology, Sir William Lyons Rd, Science Park, Coventry CV4 7EZ, Tel.0203 416994 (February 1993)

APPRAISAL

Analysing performance problems or, you really oughta wanna R.F. Mager and P. Pipe, Kogan Page (1990)

Appraisal of performance: an aid to professional development J. Mathias and J. Jones, NFER-Nelson (1989)

Piloting Appraisal. The Barnet College Experience, Duckett, c Barnet College (1990) ISBN 0 9511 287 1 X

Implementing Appraisal Training Modules, Barnet College, Ian Duckett and Cynthia Lorne (1992)

The FE Staff Development and Appraisal Pilot Project — Progress Report NFER (1990)

Staff appraisal: the FE pilot schemes B. Lee, NFER (1991)

ASSESSMENT

Assessing Candidate Performance, training programmes for assessors of NVQs, GNVQs, Core Skills Units Available as VHS videotape or interactive video disc from NCVQ, 222 Euston Road, London NW1 2BZ, Tel: 071 728 1893

Assessing Competence Workplace Assessors' pack Open College

Assessing Competence RSA Assessor Award Training Pack, RSA

Assessing Guidelines Project Report, BTEC/CNAA

Assessment of Work Based Learning - Ways of Recognising Achievement FEU (1992)

Understanding Accreditation FEU/UDACE 1992 ISBN 1 85338 285

Assessing Competence — A Straightforward Guide Brown & Edwards, College of NW London June 1992, available from The Training and Consultancy Unit, The College of North West London, Denzil Road, London NW10 2XD OR Jill Evans, Hendon College, Abbots Road, Burnt Oak, Edgware, Middx, HA8 0QR Price £2.00

A Guide to Qualifications based on TDLB Standards. EARAC and SRCET (in collaboration with ED). Obtainable from The Association of Colleges in the Eastern Region (ACER), Merlin Place, Milton Road, Cambridge, CB4 4DP Tel: 0223 424022

The Assessment of Work-based Learning FEU (1992)

Assessment issues and problems in a criterion-based system FEU occasional paper (1993)

Open Access to Assessment for NVQs: new roles for the FE college Anna Papathomas, NCVQ (1990)

INVESTORS IN PEOPLE

Business Success Through Competence Investors In People, CBI AND C&G, ISBN 0 85201 352 3

Investors in People Briefing Documents Employment Dept. (1990)

Investing in People - Towards a Corporate Capability by Peter Critten 1993. Butterworth Heinemann, available from Reed Book Sources Ltd, PO Box 5, Rushden, Northants NN10 9YX

MANAGEMENT DEVELOPMENT

The Assessment of Management Competence, Employment Dept/CNAA/BTEC (1990)

Management Charter (Initiative (MCI) publish a range of information material. MCI, Russell Sq House, Russell Sq, London WC1B 5LF 071 872 9000

Management Standards Directive available from MCI. Members £185, non-members £230

Crediting competence a list of licensed centres, available from MCI

BTEC Certificate in Management Level 4 Part 1 Guidelines ISBN 0 7464 0298 8
BTEC Publications Code 54-077-1 *Part 2 Standards* (Level 4) ISBN 0 7464 0299 6
BTEC Publication Code 54-079-1

BTEC Certificate in Management Level 5 Part I: Guidelines, Publications Code 54-023-2
Part 2: Standards ISBN 0 7464 0304 6 BTEC Publications Code 54-022-2

MENTORS

Return of the Mentor Strategies for work place learning, ed. Caldwell & Carter, Falmer Press, Marketing Dept, Rankine Road, Basingstoke, Herts, RG24 0PR Price £13.95
ISBN 0 75070 1676

NVQS - GENERAL

Criteria for National Vocational Qualifications March (1991) NCVQ

Guide to National Vocational Qualifications March (1991) NCVQ

Implementing NVQs Case Study file, Open University © HMSO ISBN 0 7492 4343 0

NVQs at Work — Employers' guide Open University (1990) © HMSO ISBN 0 7492 4342 2

NVQs Standards & Competence. A Practical Guide for Employers, Managers and Trainers Shirley Fletcher, Kogan Page (1991) ISBN 0 74. . 0365 9

NVQS AT HIGHER LEVELS

Learning Outcomes in Higher Education Sue Otter, Employment Dept/UDACE. Crown Copyright 1992 available from FEU ISBN 1 872941 84 2

Learning through work - Higher Education Developments: The integration of workbased learning within academic programmes Mike Duckenfield and Paul Stirner, Employment Department, HE Branch, Room W406, Moorfoot, Sheffield S1 4PQ (1992)

NVQs/SVQs at Higher Levels: A Discussion Paper to the 'Higher Levels' Seminar October 1992. Competence and Assessment Briefing Series No. 8, Lindsey Mitchell, Employment Department (March 1993)

Assessment issues in higher education — implications of NVQs for assessment in HE, School of Education, University of Newcastle Upon Tyne, © Employment department (1993)

A self-assessment model for the integration of work-based learning with academic assssment University of Huddersfield, © Employment Department (1993)

STAFF DEVELOPMENT

Implementing NVQs - A Guide for Staff Development, Open University © HMSO (1990) ISBN 0 7492 4338 4

Planning Human Resource Development Through Equal Opportunities Handbook, FEU (1990)

TDLB

National Standards for Training and Development A pack containing a brief overview, detailed specification of the standards and guidelines for the implemention of TDLB, available from CAMBERTOWN LTD, Commercial Road, Goldthorpe Industrial Estate, Goldthorpe, Nr Rotherham S63 9BL

TDLB Standards in FE FEU bulletin (February 1992)

Identification of competences for staff involved in all stages of PICKUP delivery FEU (1993)

TERMINOLOGY

Work Based Learning Terms — a Guide Definitions & Commentary, The Staff College/Employment Dept, Crown Copyright (1989)

Glossary of Abbreviations (GAB), Employment Department, Michael Kennedy, C53b (Library), Steel House, Tothill Street, London SW1H 9NF**DATABASES**

The NVQ database provides detailed information on all NVQs, listing units, elements and specific performance criteria. Further information is available from NCVQ on 071 387 9898.

MARIS On-Line is a database holding information on open learning materials in Europe and the UK. Further information is available on 0353 661284.

Standards in Action is presented in a series of booklets so that it can be dispersed to:

- the various managers who need to see and make links between aspects of strategic planning, quality assurance, HRM and HRD;
- the various co-ordinators, professional tutors, staff development officers and others concerned with specific applications of the standards.

It is envisaged that the booklets will be of interest to a variety of users, as follows:

BOOKLET	CONTENTS	USERS
Booklet One: *Laying the Foundations*	General introduction 1: Using national standards for HRM and HRD 2: Laying the foundations Appendices Resource lists	Managers with responsibility for: Quality HRM HRD/staff development Corporate development Strategic planning Investors in People Staffing/personnel Curriculum Other users (see below)
Booklet Two: *Using national standards in Appraisal*	Using standards in appraisal Resource lists	Managers with responsibility for appraisal Appraisal co-ordinators Trades union officers Staff development officers
Booklet Three: *Assessor and internal verifier awards*	Assessor and internal verifier awards Resource lists	GNVQ co-ordinators NVQ co-ordinators Staff development managers Enterprise Unit managers Assessor training co-ordinators HE providers
Booklet Four: *Standards-based management development*	Standards -based management development Resource lists	Management development tutors Universities and other providers Mentors
Booklet Five: *Standards-based initial teacher training*	Standards-based initial teacher training Resource lists	ITT providers Tutors of Cert. Ed. (FE) and C&G 7307 programmes Professional tutors